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ABSTRACT

Three school districts are examined in terms of what educational objectives are important and how well the schools are meeting these objectives. The first district incorporated goals listed by Phi Delta Kappa and questioned grade 5 parents, high school and junior high school students, and elementary, junior high school, and high school teachers as to perceived importance and performance standards for the 18 objectives. A table is presented showing areas of agreement among the groups, and there is a fairly high agreement within each group between the ranking of goals on importance and performance. The second school district used a similar method but did not divide parents, students, or teachers into subgroups. General agreement resulted on the relative importance of the goals, although there was less agreement on the areas of educational needs. The third district did not use general goals, defined in a questionnaire, but elicited five educational priorities from parents in the district. (SE)

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

Example of Initial Goal-Setting and Need Identification In Some New Hampshire School Districts

A Fiscal Year 1974 ESEA Title III Needs Assessment Product

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One design for a needs assessment is to (1) establish learner-outcome goals, (2) derive subgoals and specific objectives, (3) determine if there are serious gaps between desired levels of goal attainment and actual student achievements: these gaps are needs.

Because it takes time to derive sub-goals and objectives and to measure gaps, a short-cutting procedure is used: asking for perceptions of actual student achievements of goals at the same time that goals are being rated for importance.

One set of this data is of that type. A second set contained only goal ratings, but both ratings and rankings are given for locally designed goals. A third district obtained perceptions of any type of school needs, in place of setting student-outcome goals previously or concurrently: that can be done because, as these data show, there are common understandings about educational goals.

This design is for long-term important goals and should be supplemented by obtaining information on current problem situations such as student involvement in the schools' planning, teachers' working conditions, needed changes in buildings and equipment, and the specifics of programs for handicapped children. Staff development activities and other changes should be directed toward both these current problems and also toward longer-term sub-goals such as which uses of reading and mathematics are important objectives for students.

Goal and need information should come from relatively large samples of various subgroups. The randomness of samples and the total number of responses obtained are probably less important than efforts to obtain information from a variety of concerned subgroups; this is the technique of Gallup and other professional pollsters. The data is analyzed for each sub-group so that comparisons among groups can be made. While overall agreement on goals is desired and is usually found, schools have many goals and activities, so it is possible to offer some courses and activities that are chiefly of interest to only a few subgroups.

There seems to be general agreement between the two districts that used learner-outcomes goals, even though they did not use the same sets of 18 goals in their questionnaires. There was considerable agreement among parents, students, and teachers on the relative importances of the goals, although there was less agreement on the areas of educational needs. Parents' responses are given the most weight here because they represent, to some degree, the community that pays for the schools. Teachers, like other specialists such as doctors and lawyers, use special knowledge to make recommendations to their clients and then carry out the specialized work, but the client (the school board) makes the decisions.

1. Reading and other uses of words are the most important goal by far for practically all subgroups. There is some implication of the various practical uses of words rather than the cultural aspects of literature.

2. Students should be ready to make a living. There is some implication that this is general preparation for work and adult roles, but there may be some emphasis on direct vocational training.

3. Self-worth and self-confidence are important to each individual, so the school should foster and this be careful not to reduce it.

4. Getting along with the varied persons with whom a person is in contact and respecting their opinions is very important and should include ethical behavior.

5. Health practices, including drugs, sex, and alcohol, are important, particularly to students.

6. The application of mathematics as consumers, producers, and citizens

7. General education, desiring further learning, decision making, and using information are grouped here as an important broad goal.

One district obtained perceptions of how well the schools were doing in aiding students to achieve in the goal areas. The following goals showed higher desired levels of performance than the perceived levels, so these are areas of educational needs. (Actual achievements of students were seen as high on some of the most important goals, so some of the less important goals showed greater lacks of achievement.)

1. Ethical and constructive behaviors, self-respect, and self-worth.

2. Desiring further learning, using information, and perhaps decision making.

3. Accepting the responsibilities of citizenship.

4. Arithmetic applications in budgeting and handling money. (This was a complicated goal that had other aspects but did not contain other applications of arithmetic.)

5. Getting along with and respecting others, including those with different cultures

The direct priorities that one district obtained from parents are difficult to interpret in relation to learner-outcome goals, but that is necessary in order to design appropriate programs.

1. Help Slow Learners. (Related to "Read" and to arithmetic applications because the three R's may be considered minimal essentials? "Self-Confidence" and "Self-Worth" need emphasis for a group that may be negatively affected by school? "Make a Living" might also be high?)

2. Promote Understanding of Drugs and Drug Abuse. (Students will keep off of drugs?)

3. Help Develop Programs for Non-College Bound. (Sounds like "Make a Living", chiefly?)

4. Promote Better Pupil-Teacher Relationships. (Perhaps teachers should promote students' "Self-Confidence"?

5. Improve Services for Handicapped Students. (A major emphasis has been "Make a Living" because self-support may promote "Self-Worth"? Now students previously put in special classes are returned to regular classes most of the time; probably to improve "Get Along With Others?

An additional district found that elemenatry students liked art, physical education and math best. Secondary students wanted to eliminate physical education and English and felt that English and art teachers should improve their knowledge of their subjects and English teachers should improve their teaching methods.

THE INFORMATION YOU GET DEPENDS ON THE QUESTIONS YOU ASK, WHO YOU ASK, AND HOW YOU HANDLE THE DATA. FURTHER, THE DATA MUST BE INTERPRETED AND CORRECTIVE ACTIONS DESIGNED AND FOLLOW UP.

Introduction

Practically everyone wants to "improve" education. One of the problems is that the goals of education are poorly defined: they are usually such general statements that they mean different things to different people. Another problem is that there are so many goals for education that it is necessary to determine which are the most important in order to ensure that improving the accomplishment of a minor goal does not reduce the accomplishment of a major goal. An additional problem is separating what students may learn at school from what they may learn at home or elsewhere. Still further, we don't really know how successful schools are now, so it is difficult to define areas in which improvement is needed.

When a person is asked for views on goals for education, the responses may include statements such as:

1. "All students must learn to read." This emphasizes what the students learn, so it is called a learner-outcome goal. This report emphasizes this type of goal and mentions some of their limitations. E.g. "Can all students learn to read?" and "What kind of reading?"

2. "There is a need for meaningful learning experiences for disadvantaged and exceptional children (including the handicapped)." This focuses on an aspect of the learning situation, "meaningful learning experiences", and on certain types of children, but it does not explicitly state the desired learner outcomes. Such focusing is important and useful, but it is not likely to be successful until some desired learner outcomes are specified to give direction to designing "meaningful learning experiences" and so that subsequent checks can be made to determine whether those designed experiences actually do result in improved learner outcomes.

3. "There is a need for early childhood education" and "Promote better pupil-teacher relationships". Again, these focus on aspects of education, but do not explicitly state desired learner outcomes: there are many debates on what the learner-outcomes of early childhood education should be.

It is somewhat easy in a report like this to separate learner-outcome goals from other types of educational goal statements. In actual practice, the two categories of goals become intermixed: e.g. both blind and deaf children should become readers, but these and other groups of children may need special reading programs. Nevertheless, treating learner-outcome goals as distinct from other types of goals seems to be useful at present. It has long been a problem that many people think chiefly of goals in terms of programs, materials, buildings, money, and organization; so the separate treatment of learner-outcome goals may give them a needed emphasis.

Money is provided to education because parents and other taxpayers expect that students will be able to do things after schooling that they would not otherwise be able to do. These expected "things" are learner-outcome performances that include proficiency in the three R's and in many other areas such as getting good jobs, being responsible citizens, and showing confidence in themselves.

A list of learner-outcome goals provides each school district with a starting point for discussions on how numerous and varied the goals of education are and also on the relative importances of the goals. The desires and expectations among various groups of parents, other citizens, students, and educators may differ widely, but the listing of desired outcomes aids communication about differences and agreements in expectations.

Each district should determine how important various goals are for various subgroups. Then it is necessary to determine who well the schools are currently meeting those objectives. If there is a gap between the desired level of an important learner-outcome and how well the students are actually achieving that outcome, decisions should be made as to what should be done about it. Priorities can be given to efforts to correct serious needs. With those explicit needs identified, the designed or selected programs, activities, materials, and facilities would be aimed directly toward student progress towards specific objectives. (With an entire set of goals available when a program is planned, consideration can be given to the possible good or bad side-effects of the program on goals additional to the one for which the need was shown.)

When districts have identified their important goals and needs, it is likely that some goals and needs will be common to most districts and therefore can be identified as statewide goals and needs.

The Use of the PDK* Goals in a NH District

The questionnaire listed both the overall goal (not arranged as shown on P. A-3) and included the two to four supplementary statements that further define each goal. The two questions asked were: "How well are the schools doing?" and "What importance should the schools place on each goal?" The first question should obtain estimates of the actual levels of learner-outcomes (Performance), while the second question should obtain the Importance of a goal, independent of the actual levels. (It is practically impossible to word questions such that the responders keep these two questions separate in their thinking. For example, if people consider "LEARN HOW TO USE LEISURE TIME" to be not very important, they are unlikely to say that the schools are doing this well; even if the school programs, including the extra curricula activities and the sports and physical education programs, actually are greatly influencing the students' use of leisure time.)

Responders circled one of these numbers: 5 4 3 2 1 0, with 5 having the highest value and 0 having the lowest value. (Having the 0 is very useful, because otherwise persons wanting to give a very low rating might not circle anything. Such omissions are difficult to handle, because they could mean low ratings or merely forgetting to answer.)

All teachers were asked to complete questionnaires and practically all did. The data were grouped separately for elementary, junior high school and high school teachers. (A large school system might want to further subgroup the teachers, such as grade 1-3 and 4-6 or subgroup the secondary teachers by teaching areas, but this shouldn't be done if it results in very small groups.) The junior and senior high school enrollment lists were used to select every fifth student; again the response was high. (It should be useful to subgroup the students, probably by using some additional questions for them on the questionnaire. For example, it might be useful to know whether the students who say they dislike school mark educational goals differently than do students who say they like school. Would that and similar information about subgroups of students help to design curricula?) All parents of grade 5 students were sent questionnaires. The number of responses were quite high. (Few school districts have the resources to gather and analyze all the information that they want. Probably other groups of parents and citizens may be contacted later.)

Page A-3 --- contains the complete PDK goals. On the facing page, abbreviated goals are listed. They are <u>not</u> listed in the order that they were in the questionnaire. Instead, they are listed in the order of <u>importance</u> as given by the grade 5 Parents. The Importance was the second question asked, but is listed first here. The goals having the greatest difference between high Importance and low Performance, as determined by the district, are in the Gap column.

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* Phi Delta Kappa is a professional association of educators. Its set of goals are being used to gather data in many places across the country. The Department of Education has produced a questionnaire that uses these goals, but there are small group techniques and a variety of questionnaire formats, including the one described here, that use the PDK goals.

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The numbers in the listing refer to rank orders of the goals by the various groups with respect to Importance, school Performance, and the Gap between Importance and Performance. Rank orders are given for only the top and bottom 6 rank orders; the 6 middle ranks--7 to 12-- are shown by -'s. The omission of the middle six by the district was done to focus attention on the high and the low.

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EDUCATIONAL GOALS FROM PHI DELTA KAPPA
(In rank order given by Parents)

1. **DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING**
   - A. Develop ability to communicate ideas and feelings effectively.
   - B. Develop skills in oral and written English.

2. **DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK**
   - A. Develop abilities and skills needed for immediate employment.
   - B. Develop an awareness of opportunities and requirements related to a specific field of work.
   - C. Develop an appreciation of good workmanship.

3. **GAIN A GENERAL EDUCATION**
   - A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
   - B. Develop a fund of information and concepts.
   - C. Develop special interests and abilities.

4. **DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH**
   - A. Develop a feeling of student pride in his achievements and progress.
   - B. Develop self-understanding and self-awareness.
   - C. Develop the student's feeling of positive self-worth, security, and self-assurance.

5. **DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE**
   - A. Develop intellectual curiosity and eagerness for lifelong learning.
   - B. Develop a positive attitude toward learning.
   - C. Develop a positive attitude toward continuing independent education.

6. **GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS**
   - A. Promote self-understanding and self-direction in relation to student's occupational interests.
   - B. Develop the ability to use information and counseling services related to the selection of a job.
   - C. Develop a knowledge of specific information about a particular vocation.

7. **LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES**
   - A. Develop an understanding of economic principles and responsibilities.
   - B. Develop ability and understanding in personal buying, selling and investment.
   - C. Develop skills in management of natural and human resources and man's environment.

8. **LEARN HOW TO BE A GOOD CITIZEN**
   - A. Develop an awareness of civic rights and responsibilities.
   - B. Develop attitudes for productive citizenship in a democracy.
   - C. Develop an attitude of respect for personal and public property.
   - D. Develop an understanding of the obligations and responsibilities of citizenship.

9. **DEVELOP GOOD CHARACTER AND SELF-RESPECT**
   - A. Develop moral responsibility and a sound ethical and moral behavior.
   - B. Develop the student's capacity to discipline himself to work, study, and play constructively.
   - C. Develop a moral and ethical sense of values, goals, and processes of free society.
   - D. Develop standards of personal character and ideas.

10. **LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE**
    - A. Develop appreciation and respect for the worth and dignity of individuals.
    - B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
    - C. Develop a cooperative attitude toward living and working with others.

11. **PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY**
    - A. Establish an effective individual physical fitness program.
    - B. Develop an understanding of good physical health and well being.
    - C. Establish sound personal health habits and information.
    - D. Develop a concern for public health and safety.

12. **LEARN HOW TO EXAMINE AND USE INFORMATION**
    - A. Develop ability to examine constructively and creatively.
    - B. Develop ability to use scientific methods.
    - C. Develop reasoning abilities.
    - D. Develop skills to think and proceed logically.

13. **APPRECIATE CULTURE AND BEAUTY IN THE WORLD**
    - A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
    - B. Cultivate appreciation for beauty in various forms.
    - C. Develop creative self-expression through various media (art, music, writing, etc.).
    - D. Develop special talents in music, art, literature and foreign languages.

14. **UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING**
    - A. Develop understanding and appreciation of the principles of living in the family group.
    - B. Develop attitudes leading to acceptance of responsibilities of family members.
    - C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

15. **UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS**
    - A. Develop loyalty to American democratic ideals.
    - B. Develop patriotism and loyalty to ideas of democracy.
    - C. Develop knowledge and appreciation of the rights and privileges in our democracy.
    - D. Develop an understanding of our American heritage.

16. **LEARN HOW TO USE LEISURE TIME**
    - A. Develop ability to use leisure time productively.
    - B. Develop a positive attitude toward participation, in a range of leisure time activities -- physical, intellectual and creative.
    - C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

17. **LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY**
    - A. Develop an appreciation for and an understanding of other people and other cultures.
    - B. Develop an understanding of political, economic, and social patterns of the rest of the world.
    - C. Develop awareness of the interdependence of races, creeds, nations and cultures.
    - D. Develop an awareness of the processes of group relationships.

18. **LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD**
    - A. Develop ability to adjust to the changing demands of society.
    - B. Develop an awareness and the ability to adjust to a changing world and its problems.
    - C. Develop understanding of the past, identify with the present, and the ability to meet the future.

Table 1. Rankings of PDK Educational Goals in a District
***Read the full description of each goal on the facing page:
the one or two words here are for identification, not description.***

Goals	Grade 5 Parents Imp	Per	Gap	Students High School Imp	Per	Gap	Students Jr. HS * Imp	Per	Gap	Teachers Elem. Imp	Per	Gap	Teachers Jr. HS Imp	Per	Gap	Teachers High Sch. Imp	Per	Gap
1 READING	1	1		-	3		1	2		1	2		1	-	(5)	1	-	(3)
2 WORK SKILLS	2	3		1	2		4	3		-	-		18	3		4	1	
3 GENERAL EDUC.	3	2		6	1		2	1		5	1		-	1		-	2	
4 SELF-WORTH	4	-	(5)	-	-	(5)	17	15		3	4		6	-		3	-	(4)
5 DESIRE LEARNING	5	5		-	14	(3)	-	-		4	-	(4)	2	17	(3)	6	13	(1)
6 JOB SELECTION	6	-	(4)	5	4		-	-		15	16		-	-		-	5	
7 MONEY, RESOURCES	-	15	(1)	-	5		1	17	(1)	17	15		17	-		16	-	
8 CITIZEN	-	17	(2)	16	-		3	6		-	-		-	16	(4)	-	-	
9 CHARACTER	-	-	(3)	3	17	(1)	-	-		2	5	(6)	3	15	(1)	2	14	(2)
10 GET ALONG WITH	-	-		2	18	(2)	6	-		6	6	(5)	-	-	(5)	5	-	(6)
11 HEALTH, SAFETY	-	4		4	-	(6)	5	-		-	3		-	5		-	18	(5)
12 USE INFORMATION	-	6		18	-		-	5		-	-	(3)	5	4		-	6	
13 CULTURE, BEAUTY	13	-		14	-		18	13		18	13		15	-		15	16	
14 FAMILY	14	13		17	15		15	14		13	17		16	18		14	15	
15 DEMOCRACY	15	14	(6)	13	-		13	16		16	-		14	2		17	-	
16 LEISURE	16	16		15	13		16	13		14	-		13	13		13	17	
17 DIFFERENT PEOPLE	17	18		-	16	(4)	-	18		-	14	(1)	4	14	(2)	-	4	
18 WORLD CHANGES	18	-		-	6		18	4		-	18	(2)	-	6		18	3	

Imp = Importance, "What Importance should the schools place on each goal?"
Per = Performance, "How well are the schools doing?"
Gap = Serious difference, with Importance higher than Performance in the raw rating data.
\- = A middle rank of 7 to 12. These are omitted so high and low ranks stand out more.

*Students in Junior High School gave ratings that were much alike for both Importance and Performance for each goal except MONEY, RESOURCES. This may be a "halo" effect: a person rating a goal high in Performance may tend to rate it the same way in Importance.

The ranks in this table are based on the raw ratings. Several goals may be given almost identical ratings but appear to be quite different when ranked. Notice in Table 3 that those Teachers gave ratings of 65% to 70% importance to 7 goals, so a goal ranked 3½ would appear to be much more important than one ranked 9, when actually they were only 5 percentage points apart in ratings.

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Discussion of Table 1.

The ratings given by grade 5 Parents are listed first because the parents and other community members (through the school board) should set the goals of the schools. Teachers and other educators, like other specialists such as doctors and lawyers, use special knowledge to make recommendations to their clients and also carry out the specialized work, but the clients make the decisions. The ratings of Students are listed next because schools exist for students and students are the Parents' and community members' chief source of information about the schools.

This table shows many areas of agreement among the groups. For example, for the top six Important goals for Parents, there are only three instances of other groups ranking those goals at rank 13 or below. For the bottom six goals of Parents, only once does another group rank one in their top six. The agreement on "how well the schools are doing" (Performance) is not as high.

N.B. Each goal statement and its sub-statements cover several specific topics, e.g. a single goal includes "personal buying" and also "management of ... man's environment". Therefore some individual might rate a goal very high or very low on the basis of some sub-topic: that results in less agreement both within and among groups and makes the ratings difficult to interpret.

Within each group there is fairly high agreement between the ranking of goals on Importance and on Performance. This may be the halo effect often found in ratings, or it could be that there is already general agreement on the relative importances of goals and the schools are accomplishing the more important goals very well.

The individual goal areas are discussed here, not as final pronouncements, but as examples of points that local groups may want to discuss.

1. READING is the highest ranked goal for all but one group. The High School Student may be so used to being able to read that other goals attract their attention. The goal statement includes writing, speaking, listening, communicating, and "English". Some persons or groups may have felt that this goal included literature and other applications of reading. "Reading" is ranked high as to how well the students are learning it (Performance) probably meaning the mechanics of reading. The Junior and Senior High School Teachers ranked Performance in "Reading" lower than did other groups, in fact, for them "Reading" is a Gap or educational need. It may be that these secondary teachers are not rating the mechanics of reading and writing but are rating how well the students understand what they read. If that is the case, the Gap is in thinking while reading, and thinking is very difficult to teach.

2. & 6. WORK SKILLS, JOB SELECTION are different from each other but are similar in that these Parents and the High School Students rank these higher than do other groups. Schools have been sold to the public as a channel for individual occupational advancement. (Most of that data is very weak: the rich kids went to college and earned more than poor kids afterwards, so the colleges took the credit. More of the brighter students went to college and earned more afterwards than the many less bright students who hadn't gone. School drop-outs tend to earn less than graduates, but many drop-outs tend to be less bright, tend to have had fewer of the characteristics of a "good employee" when still in school, and are discriminated against by employment requirements -- few such requirements are based on careful studies; most seem to be due to employer pride that he hires only "graduates". It is impossible to fully allow for differences in family wealth, motivation from the family, and

academic aptitudes when studying the relationship between schooling and later economic success: if you can locate some bright rich kids that don't go to college, they are usually non-typical in other ways. On the other hand, there are many bright drop-outs who become self-made multi-millionnaires or are outstandingly successful in other ways: 14 year old drop-out from Hugo, Oklahoma built one of the 50 largest industrial corporations a few years ago.

2. WORK SKILLS is rated first by High School Students and second by Parents. They may be giving this goal, that includes "appreciation of workmanship" and "awareness of opportunities", some general meanings including study skills and completing school tasks that are useful on jobs. People greatly believe that good vocational education should be available in schools, but the few students enrolled suggests that parents want this opportunity for other parents' kids: most parents and students still believe the weak data on the advantages of a liberal education. Many want good vocational programs for students from the minority groups and the poor, but those groups want the same programs as everyone else. Further questionning is needed to determine whether the parents and students, who ranked this goal so highly, want it for themselves or for others? These questions are being raised from a pro-vocational education viewpoint: it is believed that somewhat snobish attitudes are keeping many bright students out of vocational courses that could be very valuable for them.

No group showed a serious Gap between the Importance and Performance for Work Skills. High School Teachers felt that the Performance was even higher than the Importance. The surprising group is the junior high school teachers, who rated this last in Importance! If that isn't a mistake in tabulating the data, it probably means that this group is emphasizing the difference between industrial arts and vocational education. The industrial arts courses in junior high schools are not supposed to teach job skills; instead these courses give one form of introduction to be world of work, give a few skills useful in subsequent vocational education, and give some skills that are very useful to many adult activities, including making repairs around the house.

6. JOB SELECTION is discussed here to distinguish it from Work Skills, although it received somewhat medium ratings. It is the goal in this set that is most closely related to the new emphasis on "career education". Its medium ratings are probably because the other goals are so important rather than because this is unimportant.

NB: When looking at the rankings of all goals, remember that these are all important goals and are being ranked against each other.

This goal doesn't completely cover the three main areas of Career Education: Decision Making, Values and Attitudes, and World of Work but it is similar. It shows a Gap or need for the Parents, but there isn't much difference in Importance and Performance ratings by the other groups. The Elementary Teachers gave this low ratings, probably because they were used to thinking that elementary school is too soon to make job choices.

3. GENERAL EDUCATION is sort of a catch-all category for most of the school subjects. All groups consider that schools do very well in this, and none of them consider this to be in the bottom six in Importance. There are no Gaps. (Actually, this is so miscellaneous a grouping, that it is difficult to determine which aspects of it are being rated by various groups and individuals.)

4. SELF-WORTH is rated among the top six goals by everyone but the students. It may be the most important goal for everyone to learn, but school is not the only situation in which it is learned: there are other learnings, such as reading and general education, that are more specific to the school situation. There is some overlap between this goal and the one that includes self-respect along with character.

Self-worth, pride in achievements, and self-understanding appear as Gaps or educational needs for three groups. This is probably because of the feeling that schools should not concentrate so much on other goals that some students consider themselves to be failures. Probably many students can receive failing marks in school without considering themselves to be failures, because they get their feelings of self-worth elsewhere such as in sports and in having friends, and do not consider the academic aspects of school as having extreme importance. The fact that students rated this lower in Importance than did other groups suggests that they don't blame schools for low self-worth.

Many persons consider that if students come from home or other situations that may damage their self-worth (this can happen in both rich and poor homes and can be due to physical appearance or skills) the school should try to compensate for those external situations and build up feelings of self-worth.

5. DESIRE LEARNING is an attitude, and attitudes are harder to teach than are facts. Research results seem to show that students acquire their desire to learn chiefly from home and other out-of-school situations. Like self-worth, desire to learn is very desirable and the school should certainly not overlook it, but most groups rate actual content learning (reading, general education, and work skills) as more important for schools. All three teacher groups and one student group consider that there is a Gap or need for improvement in this area. The relatively low Performances of schools in this area, as rated by secondary teachers and students, seem to agree with the common observations in schools that most children in the early grades are very eager to learn but many seem to be bored by grade 5. There doesn't seem to be any one reason for this. One factor may be that starting school is a new and interesting experience and is a higher status than being a "baby" too young to go to school. Another factor may be that initial learning in many areas, such as reading and arithmetic, is quite rapid and obvious, while later learning may include a lot of going over the same material again and the progress isn't as obvious. There are many additional factors, including that the areas of interest of children expand rapidly and going to school for so many hours for so many days has become "old hat" during adolelescence when young people are adventurous and boys are discovering that girls are wonderful.

7. MONEY RESOURCES is a mixed bag: some persons who might rate "environment" high might be unwilling to rate "money" and "investment" highly. Nevertheless, Parents and Students gave this relatively high ratings in Importance and for two of these groups this is the most serious Gap or educational need. This is in sharp contrast to the teachers who consider this of relatively low Importance with the schools performing quite well. (A recent report of this Department presents the questionable achievement of grade 10 students in grade 10 arithmetic.) It certainly looks as if this goal needs to be broken down into subgoals so that areas of possible differences in objectives between students and teachers can be identified. (It is very interesting that the High School and Junior High School Students rated this goal so differently.)

8. CITIZEN stresses responsibilities and property more than it does civil rights. The Parents show a serious Gap that is reflected by the Junior High school Teachers.

The Junior and Senior High school Students certainly differ in their ratings of Importance. This goal has some relationships with 15. DEMOCRACY, but that goal increases the stress on loyality, patriotism, and heritage. The ratings for these two related goals are quite different for some groups, especially for Junior High school Students and Teachers. These goals should be broken down into subgoals and investigated further.

9. CHARACTER is combined with self-respect and many other highly regarded ways of behaving. It is rated very high in Importance by all Teachers and by High School Students and is a Gap or need for those groups and for Parents. This makes character the most generally agreed upon goal. It is also one of the most vaguely-worded goals and needs to be broken down into more specific examples of ways of behaving to determine what is really meant. Once it is broken down into behaviors, it will be easier to determine what the school objectives should be in these areas and what schools might be able to do in encouraging such behaviors.

10. GET ALONG WITH is a difficult goals to identify by three words. Its relatively high Importance ratings by some Student and Teacher groups and the four identification of Gaps or needs suggest some strong feelings. "Learn to respect and get along with people with whom we work and live" is certainly related to 17. DIFFERENT PEOPLE, "Learn how to respect and get along with people who think, dress and act differently." Some groups rated these two goals quite differently. Getting along with people whom you're in contact daily is considered a more Important school goal by most groups. Perhaps some of this is related to the so-called "generation gap" that has been so successfully sold by sociologists and the news media: there is very little evidence that there is much more of an adolescence gap today than there has been throughout history. The fact that the Parents don't show a Gap between Importance and Performance for this goal may be a reflection of the common finding that the generation gap within a family is much less than the gap between the children of some families and adults who are not their parents. An alternative explanation is that Parents of grade 5 children consider this a family matter and not a school responsibility. The High School students certainly seem to feel that there is a Gap that the school should do something about.

The Elementary and Junior High School Teachers seem very concerned that Students should learn to respect "different people". High School Teachers consider this to be of only moderate Importance and well done by schools already, but High School Students consider this poorly done and more needed.

Again for both of these goals, subgoals should be defined and explored to find specific problem areas.

11. HEALTH, SAFETY contains a mix of physical fitness programs, personal health habits, and public health and safety, so it is difficult to determine what any group is responding to. Grade 5 Parents and Elementary and Junior High School Teachers may be considering that children are learning health habits, while High School Students and Teachers may feel a need for programs on drugs, sex, and alcohol.

12. USE INFORMATION includes "creatively", scientific methods, and reasoning. Most groups feel that schools are performing pretty well on this and that it is of medium importance. High School Students rated this as the lowest in Importance of this set of goals: perhaps they feel that they have learned this fairly well without the school stressing it. Elementary Teachers feel that improvement is needed.

13. CULTURE, BEAUTY includes expression in fine arts, self-expression in media, and special talents in arts, literature, and languages. This was considered as less Important by all groups and there were no Gaps or needs. This brings up the following general point:

NB: Whether groups of persons rate a goal high or low, there may be some individuals in the groups for whom the goal is extremely desired or disliked: the desires of these groups are important.

While the required courses in these areas may be more than sufficient or burdensome, there are likely to be some students for whom some elective courses or extra-curricular activities, such as the school band, may be very important. (In another district, the Parents ranked Music and Art at the bottom of a list of important subjects and mentioned them the most frequently as courses to be deleted. The students in grade 7-12 mentioned art and music fairly frequently as subjects in which teachers should improve their knowledge and teaching methods. Children in grades 3-6 had listed art as the subject that they liked best, so something must have been happening in that district to turn students against art courses. Art was not alone, the same happened for physical education.)

14, 15, and 16. FAMILY, DEMOCRACY AND LEISURE are ranked fairly low as Important goals for schools by all groups. This does not deny the importance of these goals, instead, the groups may have felt that students learn a lot about these elsewhere and that schools have more important goals.

N.B. People have many goals for types of student learnings in schools. Because time and other resources are not unlimited, some goals have greater priority. Schools cannot do everything, but they shouldn't put so much emphasis on a few priorities that other areas are neglected. Most students may need some education in these "important, but less important" areas, while a few students may need these areas quite badly.

17. DIFFERENT PEOPLE was briefly discussed along with 10. GET ALONG WITH.

18. WORLD CHANGES is greatly emphasized by sociologists who know little about history. History emphasizes broad average trends with wars and other disrupting events for entire populations mentioned. History does not have room to show that individual lives have seldom been smooth: local wars, crop failures, and many small disasters have made life itself uncertain for families and individuals. Large families necessitated that most children had to leave home at a very early age to become servants, laborers, soldiers, and apprentices: E.g. the "stable" farm families of New England kept a few children home to run the farm until it became a cellar hole and stone fences in re-grown forrests, but they also provided saliors, cowboys, "contract" brides and others that settled this country and many foreign countries! The Bible gives the history of the changing fortunes of a tribe typical in many ways, but more cohesive than most and gives some information on how some individuals rose and fell within that tribe: the Hebrews certainly haven't had unchanging lives ever since Biblical times. Certainly students should learn to handle changes in their lives and in the world. It is surprising that only the Elementary Teachers rated school Performance below Importances and showed a Gap: the fact that many people are disturbed with recent changes and conditions suggests that schools have not done a good job of preparing students for life in a world in which some problems have always existed (e.g. adolescence gap, let-the-buyer-beware, and political manipulations) and are changed, not elminated, by laws; and a world in which societies are always changing while individual lives change even more.

Goal Data From A Second School District

This district did not use the PDK goals but did use similar ones. Their questionnaire was somewhat different. They did not identify subgroups of parents, students and teachers. Nevertheless, there are enough similarities and contrasts to the previous data and enough additional features to make this as a very useful addition and contrast.

Table 2. shows the proportions of the Teacher, Parent, and Student groups who circled "Very Important" when asked to "Complete the form by circling the word or words which best describe your feeling about each goal. ... Very Important Important Least Important" for use by "the Staff Development Committee to propose the most desirable programs for our schools." This raw rating data clearly shows that Teachers, who are greatly involved in educations, rate goals "very important" much more frequently than do Parents and Students. Teachers also gave fewer "least important" ratings than did the other groups.

This table also shows that when this raw rating data is converted to ranks two very similar ratings by a group may result in quite dissimilar ranks. Notice that for Teachers a rating of 70% give a rank of 3½ while 65% gives a rank of 9. On the other hand, ranks one and 2 were separated by 17% for Teachers, 14% for Parents, and only 2% for Students.

In addition, every goal had at least 22% of the Teachers, 12% of the Parents, and 9% of the Students who considered it very important. While these percentages may be considered low, they may indicate strong support by a fairly large number of persons.

These suggest that neither ratings nor ranks alone can give a full picture of the data.

TABLE 2. In Another District, Percentages of Parents, Students, and Teachers, Rating Goals "Very Important", rather than "Important" or "Least Important".

Percent	Rank(s) of Goals			Percent	Rank(s) of Goals		
	Teachers	Parents	Students		Teachers	Parents	Students
100				49			
99				48		8½,8½	
98				47			
97	1			46			
96				45		10½,10½	
95				44			
94				43			3½,3½
93				42			5
92				41			
91				40			
90							
				39	13		6
89				38			
88		1		37	14	12	
87				36			
86				35	15		7
85				34			8½,8½
84				33			10
83				32		13½,13½	
82				31			11
81				30			
80	2						
				29			12
79				28			
78				27			13
77				26		15	
76				25			
75				24			
74		2		23	16½,16½		
73				22	18		
72				21			14
71				20			
70	3½,3½		1				
				19		16	
69	5			18			
68	6½,6½		2	17			
67				16			15
66	8			15		17	
65	9			14			
64				13			
63				12		18	16½,16½
62				11			
61				10			
60		3					
				9			18
59				8			
58				7			
57				6			
56		4		5			
55				4			
54	10			3			
53	11	5		2			
52		6		1			
51	12			0			
50		7					

Table 3. The Ranks of Goals, For District of Table 2.

Read the full description of each goal in the discussion: the one or two words here are for identification, not description

	Goals*	Ranks and Percentages of "Very Important"**		
		Parents	Students	Teachers
1.	READ	1 88%	1 70%	1 97%
2.	MAKE LIVING	2 74%	2 68%	6½ 68%
3.	SELF-CONFIDENCE	3 60%	3½ 43%	6½ 68%
4.	DIFFERENT OPINIONS	4 56%	5 42%	2 80%
5.	GET ALONG WITH	5 53%	6 39%	3½ 70%
6.	ETHICAL BEHAVIORS	6 52%	7 35%	8 66%
7.	CITIZEN	7 50%	10 33%	5 69%
8½.	HEALTH (Drugs, Sex)	8½ 48%	3½ 43%	10 54%
8½.	FAMILY	8½ 48%	8½ 34%	11 53%
10½.	BUDGETING	10½ 45%	8½ 34%	3½ 70%
10½.	DECISION-MAKING	10½ 45%	11 31%	9 65%
12.	JOB SELECTION	12 37%	12 29%	14 37%
13½.	OTHER CULTURES	13½ 32%	13 27%	13 39%
13½.	DEMOCRATIC	13½ 32%	14 21%	12 51%
15.	PRACTICAL SKILLS	15 26%	15 16%	15 35%
16.	TECHNOLOGY EFFECTS	16 19%	16½ 12%	16½ 23%
17.	LEISURE	17 15%	16½ 12%	16½ 23%
18.	CULTURE	18 12%	18 9%	18 22%

*These are listed in the order of ranking by Parents, because the parents and other community members (through the school board) should set the goals of the schools. The ratings of Students are next because the schools exist for students and they are "involved community members" and they interact, to some degree, with their parents and other community members about the schools. Teachers, like other specialists such as doctors and lawyers, use special knowledge to make recommendations to their clients and carry out the specialized work, but the clients make the decisions.

**This table shows high agreement among Parents, Students, and Teachers in the order in which they ranked the goals. There are a few underlinings and circlings by hand to indicate when there are large "jumps" in the percentages of a group who rated a goal "very important". Most of these are for Students and Teachers because they showed the largest "jumps" in Table 2 and because these are ranked in the Parents' order so it is the other groups that appear to be out of that order.

Discussion of Table 2.

The members of this Staff Development Committee read many sets of goals and then interviewed a wide variety of people in the community. That information was used to derive the set that they used for their questionnaire. Because there are general educational goals in this country, many of the goals they derived are similar to the PDK goals. They do not have additional statements with their goals; so their goals are not such apparenty "mixed bags".

On the other hand, some goals are very general so it is difficult to determine what is being rated. Highly specific goals are usually rated lower than the general types of goals that mean many things to many people. Some of the more specific goal areas in this set should be very useful in planning educational programs.

1. READING: LEARN TO SPEAK, READ, WRITE AND LISTEN EFFECTIVELY. This goal was ranked first by all groups and is similar to the high ranking PDK goal.

2. MAKE LIVING: BE PREPARED TO MAKE A LIVING AFTER LEAVING SCHOOL. This goal is like the Work Skills of the PDK set, and it similarly rates more highly with Parents and Students than with Teachers. Actually, it is fairly general and can be interpreted to mean a variety of general skills and work habits that pertain to many jobs, instead of being interpreted as strictly vocational courses.

3. SELF-CONFIDENCE: DEVELOP SELF-CONFIDENCE SO AN INDIVIDUAL MAY FUNCTION AS A HAPPY AND CONTRIBUTING MEMBER OF OUR SOCIETY. This is rated highly like the Self-Worth of the PDK set and also includes being a member of society.

4. DIFFERENT OPINIONS: LEARN TO RESPECT THE FEELING, VALUES, AND OPINIONS OF OTHERS EVEN THOUGH THEY MAY DIFFER FROM OTHERS. This is similar to "Get Along With" of the PDK set. Its higher ranking with parents is probably because this set has more nearly specific goals and doesn't have such broad goals as "General Learning" and "Desire Learning".

5. GET ALONG WITH: LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE. This is like DIFFERENT OPINIONS and has only slightly lower ratings by all groups.

6. ETHICAL BEHAVIORS: LEARN SPORTSMANSHIP AND FAIR PLAY, ETHICAL BEHAVIOR, POSITIVE SOCIAL ATTITUDES IN ORDER TO GET ALONG WITH OTHERS IN WORK AND PLAN. This also has aspects of DIFFERENT OPINIONS and GET ALONG WITH, so it is not surprising that it is ranked with them. In addition, it has some aspects of the "Character" of the PDK set that was ranked very high by some groups.

7. CITIZEN: DEVELOP THE SKILLS OF SELF-CONTROL AND SELF-DISCIPLINE IN ORDER TO BE A BETTER CITIZEN. This is similar to the "Citizen" of the PDK group and has the same emphasis on responsibilities.

8½. HEALTH (Drugs, Sex): HAVE A PROGRAM OF HEALTH EDUCATION TO INCLUDE NUTRITION, SEX EDUCATION, MENTAL HEALTH, PERSONAL HYGIENCE, DISEASE PREVENTION, DRUGS AND ALCOHOL USAGE. This goal stresses the "program" aspect more than what students will learn, but the meaning in terms of desired student-outcomes is fairly clear. This is somewhat like the "Health, Safety" PDK goal, but it lacks the physical fitness aspect and puts more emphasis on drugs and sex. Perhaps those aspects are related to the somewhat higher ratings and ranking that students gave this, while there is quite a drop in the ratings of Teachers.

8½. FAMILY: UNDERSTAND THE RELATIONSHIPS OF FAMILY LIVING BOTH AS AN ADULT AND AS A CHILD. This is similar to the PDK "Family", and is probably ranked higher because this set includes the more specific PRACTICAL SKILLS AND TECHNOLOGY EFFECTS that are ranked lower.

10½. BUDGETING: LEARN THE PRACTICAL SKILLS AND USE OF ARITHMETIC FOR CHECKBOOK BALANCING, GROCERY SHOPPING, BUDGETING, MEASUREMENTS, ETC. This is a narrow goal in that it doesn't cover all the uses of mathematics in the way that READ is general and might be considered to cover vocational, academic, and everyday uses of words. It is narrower than the PDK "Money, Resources". Despite this specificity, this goal received ratings not much below those of higher ranking goals, especially by Teachers.

10½. DECISION-MAKING: DEVELOP DECISION-MAKING SKILLS. This specific goal was rated into the high-middle bunch of goals. It might be considered a way of thinking and acting that cuts across subject matters. This may be encouraging general outcome goals rather than subject goals. The PDK goal that is most similar is "Use Information".

12. JOB SELECTION: HAVE AVAILABLE AND LEARN TO USE GUIDANCE SERVICES (JOB SELECTION, FURTHER SCHOOLING, INDIVIDUAL COUNSELING, PARENT CONFERENCES). This is more of a school process goal (having guidance services available) rather than a students outcome goal (learn to use). It has a noticeable drop in ratings by Teachers and Parents. This classification of "Job Selection" as a guidance function and including it with other guidance services seems to lower its importance as judged by the ranking of the somewhat similar PDK goal.

13½. OTHER CULTURES: DEVELOP AN UNDERSTANDING AND RESPECT FOR PEOPLE OF OTHER NATIONS, CULTURES, RELIGIONS, RACES AND POLITICAL STRUCTURES. This is somewhat related to DIFFERENT OPINIONS, GET ALONG WITH, AND ETHICAL BEHAVIORS of this set of goals in the same way that the "Get Along With" and "Different People" of the PDK goals are related. This seems to confirm that these broad groups of Parents, Students, and Teachers feel that getting along with people with whom you are in contact is more Important than respecting strangers. Perhaps they feel that if you don't know your neighbors you can't really know anyone else -- some people who are activists in supporting other cultures may be misfits in their own. (Remember, this is a ranking of the Importances of a set of desirable goals, so low ranking does not mean that a goal is undesirable.)

13½. DEMOCRATIC: UNDERSTAND THE DEMOCRATIC WAY OF LIFE IN ORDER TO BE A MORE EFFECTIVE CITIZEN. This is related to the PDK "Democracy", but it does not stress loyalty and patriotism. This, and the specificity of lower goals, may account for its somewhat higher ratings, especially by Teachers, 51% of whom rated it "very important".

15. PRACTICAL SKILLS: DEVELOP PRACTICAL SKILLS OF LIVING SUCH AS SEWING, COOKING, BASIC MECHANICS. This is a fairly narrow goal and now is related to the general industrial arts and home economics courses given in junior high school. It may be that many members of all groups feel that this is learned at home, or it may be that this is a narrow goal in comparison with the other goals. (Plans have been made to use a vocational aptitude battery statewide next year and it includes sections on mechanical comprehension, tool knowledge, shop information, and automotive and electronic information. These tests may be too difficult for the student with general knowledge, but they should provide some information on what students know now so that decisions can be made whether there is a Gap or need in these areas.)

16. TECHNOLOGY EFFECTS: DEVELOP AN UNDERSTANDING OF THE EFFECT OF TECHNOLOGY (INDUSTRIAL AND SCIENTIFIC) ON OUR WAY OF LIFE - ITS STRENGTHS, DANGERS AND THE INDIVIDUAL'S ROLE WITHIN IT. This is narrow and is not found in the PDK set except perhaps in "Money, Resources" that includes "management of natural and human resources and man's environment." Although it is worded fairly neutrally, it might get low ratings from those interested in science and technology because they think that it is somewhat negative and it might get low ratings from those interested in ecology because they may not want to study science and technology. Probably its narrowness causes only 12% of the Students to rate it "very important" while 27% rate it "least important". (The percentages giving ratings of "important" and "least important" are not stressed here, but it is expected that the district that gathered these data will look more closely at them. An additional category, "not important for schools" should probably have been made available to the raters.)

17. LEISURE: LEARN HOW TO USE LEISURE TIME FOR PERSONAL SATISFACTION. Like the PDK "Leisure", this was ranked low, probably because there are considered to be more important goals for schools. While this is true, the Students and Parents would be very likely to protest if all school activities that might be considered related to this goal, such as sports, plays, and extra-curricular activities were eliminated. Many students may be "non-dropouts" beacuse they see their friends in school and make evening plans with them. This is an interesting example of the fact that schools have many goals, even if all cannot be of the highest priority. The Students gave 42% "least important ratings" and the Parents gave 25%.

N.B. A problem with using questionnaire data is that people like to give "nice" answers. Chrysler Motors almost went bankrupt because its consumer surveys showed that people wanted low horse-power cars that looked efficient and were comfortable to ride. The other car makers were increasing horse-power, put on chrome and tail fins, and made the cars lower and lower which made them difficult to get into and less comfortable to sit in. Chrysler rushed out an extreme car like that and greatly increased sales! Parents may rate the non-academic and non-practical aspects of schools low, but sports teams, bands, and other curricular activities greatly affect voting for bond issues and regional schools.

18. CULTURE: DEVELOP AN APPRECIATION AND/OR EXPRESSION OF CULTURE (ART, MUSIC, LITERATURE, THEATER, PHYSICAL CULTURE). This is similar to the PDK "Culture, Beauty" that also includes literature and in addition includes foreign language. Those additions should raise the importance, but perhaps they aren't stressed enough. That this should be the lowest ranked goal of all groups, with Students giving 51% "least Important" and Parents 34%, suggests to me (I learned to hate art, music, and literature in junior and senior high school) that these subjects are very often badly taught. Students should learn to enjoy literature, art, and music, but instead they are taught to "appreciate", which usually means learning boring details and being forced to appear to agree with the opinions of the teachers. In the discussion of the PDK goal, it was mentioned that in one district the secondary students thought that art teachers needed to improve both their teaching methods and their knowledge of their subjects. What wasn't mentioned was that English (perhaps literature) teachers were seen to need those improvements far more than any other kinds of teachers. Although the usual ways of interpreting these ratings of goals would not make literature, art, and music priority needs areas, these data combined with other information strongly suggest the need for the improvement of programs and teaching in these areas.

The interpretation of the "CULTURE" goal leads to a general question that seems to need investigation. Do school teach subjects in such ways that those subjects do

not fit the goals that Parents and Students want the most? The highest ranked goal was reading, writing, speaking, and listening while the lowest goals included literature. That seems to say something about what English teachers should stress. A similar situation may exist for mathematics teaching. "Budgeting" and "Money" were ranked moderately high in both districts and had the highest Gap for some groups. Should mathematics teaching stress the uses of mathematics? Perhaps some of the other current fields of teaching also have gaps between the objectives of the teachers and the goals of the Parents and Students.

Discussion of the Results of the Needs Assessment in Another District.

These needs assessment procedures were quite different from those of the previously mentioned districts. They did not use general goals, but they did obtain these priorities from Parents:

1. Help Slow Learners

2. Promote Understanding of Drugs and Drug Abuse

3. Help Develop Programs for Non-College Bound

4. Promote Better Pupil-Teacher Relationships

5. Improve Services for Handicapped Students

This approach can be interpreted to show relationships with general goals. The "Drugs and Drug Abuse" is a part of "Health (Drugs, Sex)" and perhaps a part of "Health, Safety". It may not be a top general goal, but it could be a priority Gap or need, although that did not show up strongly in the other districts.

"Programs for Non-College Bound" is probably related to "Work Skills" and "Make Living" and perhaps to "Job Selection". In order to follow up this "Programs" suggestion, it will be necessary to obtain agreements on the goals and objectives for such "programs".

"Help Slow Learners" is probably related to "Read" and to "Budgeting" and "Money" because the three R's have long been considered minimal essentials of education. In addition, this may be related to "Self-Confidence" and "Self-Worth", because the slow learners' feeling of self-worth may be adversely affected by the school situation.

"Handicapped Students" isn't very clear, especially at a time when complete special programs are being phased out so that such students can spend as much time as possible in regular classrooms: perhaps that's what the imporved services are? While the goals for handicapped students should be the same as the goals for all other students, often special emphasis is given to "Make Living" and "Work Skills" because it is thought that being a self-supporting individual is a basic factor in Self-Worth", "Self-Confidence" and "Get Along With". These are merely guesses, so the district needs to investigate further what "improve services" means.

"Pupil-Teacher Relationships" means many things. It is difficult to relate it to general goals. Perhaps it means "more - considerate teachers".

The general goals approach during the initial goal identification may miss the needs of some of the special groups mentioned here or specific problems such as drugs and pupil-teacher relationships. That is why many states have a section of "process" or "institutional" goals in addition to their learner-outcome goals.

On the other hand, merely stating the need for a program does not clarify the goals and ojjectives that are needed for designing an appropriate program and for subsequent checking whether the program is accomplishing what it is designed to do. Too often programs that lack specific objectives are adopted and are never checked to determine what they accomplish.